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## BOOK REVIEWS

"Pioneers in Education." A series of six volumes by GABRIEL COMPAYRÉ, including *Rousseau*, *Herbert Spencer*, *Montaigne*, *Pestalozzi*, *Herbart*, and *Horace Mann*. New York: Thomas Y. Crowell & Son, 1907. \$0.90 per volume.

In a series of monographs, entitled "Pioneers in Education," M. Gabriel Compayré has added six thoughtful and interesting volumes to the body of literature in the history of education.

The preface to the volume on *Rousseau*, which serves to introduce the series, states the various aims of the author. He desires not only "to represent the men who deserve to have their names on the honor list in the history of education, . . . to represent them as they lived; to show what they thought and did; and to exhibit their doctrines and methods, and their moral character," but he purposes likewise to "sketch (the) background, the general tendencies of the epoch in which the reformer lived, the scholastic institutions of his country, and the genius . . . of his race. . . ." Finally, the author attempts "to bring face to face ideas held long ago with modern opinions, with the deeds and aspirations of society today, and thus to prepare the way for a solution of the pedagogical problems of the twentieth century." This would seem to be a sufficiently comprehensive purpose for any historian of education, and one which, on the whole, M. Compayré has adequately achieved.

In each of the six volumes approximately the same plan of development has been followed. A brief introduction to the educator under discussion is followed by a more or less complete description of his life and a critical study of his theory. A final chapter is devoted to a helpful summary of the educator's influence in his own and in foreign lands. In the case of *Rousseau* the biographical treatment is almost entirely incidental to a discussion of his *Émile*, while with *Pestalozzi* and *Horace Mann*, whose pedagogical labors were well-nigh coextensive with their long and heroic lives, the biographical details extend through the entire work.

It is a truism of today that an understanding of the political, social, and intellectual conditions of the epoch in which a great man lived and wrought, and from which he drew his inspiration, is a prerequisite to any sympathetic and adequate appreciation of the reforms that he effected in thought or in practice. In this respect M. Compayré's otherwise admirable little books fail to make good the promise of their initial preface. The abundant opportunities offered by the study of *Rousseau* to sketch the social, intellectual, and moral ferment in the France of *Voltaire* and *Diderot*, its artificial education, vividly reflecting a no less artificial mode of life, its extreme rationalism and skepticism, forcing *Rousseau* and the succeeding generation into the reaction of naturalism, have been almost completely ignored. Nor has this defect been remedied in the other volumes. The stubborn conservatism of the English public schools in the middle of the nineteenth century, their indifference to the method and

achievements of science, provoked the scathing criticism of Thomas Huxley that "at school and at college you shall know of no source of truth but authority; nor exercise your reasoning upon anything but deduction from that which is laid down by authority."<sup>1</sup> This one-sided view of education was in part responsible for Herbert Spencer's undue emphasis upon science and surely deserves mention. Furthermore, without some conception of the evils of the district-school system, as they revealed themselves in the Massachusetts of Horace Mann's day, how can the reader gain a satisfactory appreciation of the reforms accomplished by that untiring educational enthusiast?

In the work on Montaigne the author has devoted nearly half the book to a detailed and sympathetic study of the somewhat Protean character of this charming essayist. Although this analysis undoubtedly presents the complex personality of Montaigne in clear relief, it is questionable whether his critic has not sacrificed matters of more import to the student of education in order to effect this result. A chapter dealing with the vitalizing influence of the French Renaissance upon learning in general, and the slow response of educational institutions to the new ideals and spirit would have added much to the value of the book by lending force to the pungent criticisms of Montaigne directed against the verbal and pedantic education of his age. Here again, the author has failed to furnish the background which is needed in order to estimate justly the constructive theory as well as the destructive criticism of Montaigne.

In his analysis and exposition of the theories of the educators under consideration, M. Compayré has been distinctly more successful. In each of the six volumes the reader may become thoroughly acquainted with all that is basic and vital in the thought and achievement of these men. Moreover, wherever possible, as in the case of Herbart, the author has succeeded in showing the interdependence of the educator's philosophy, psychology, and pedagogy, and has related these aspects of his thought into a unified system.

A consideration of the author's critical passages reveals much that is sound, less that is original. Indeed, it would perhaps be too much to expect that a blaze of fresh light should be thrown upon the educational opinions of such well-known and widely discussed theorists as Rousseau, Pestalozzi, and Herbart. As M. Compayré points out, a Herbartian bibliography of nearly two hundred pages is contained in Rein's *Encyklopädisches Handbuch der Pädagogik*, and the Pestalozzian literature is almost equal in amount. Nevertheless the reader may extract much helpful criticism from these volumes. For example, in his discussion of Herbart's four steps, or "moments" of instruction, M. Compayré writes suggestively: "How can we resign ourselves to thinking that such a complicated method, such rigorous regulations, are the last word in the art of educating human beings . . . ? Is it not possible that Herbart has confused the course of instruction with the evolution of science?"<sup>2</sup>

On the whole, the work of translation has been adequately and, at times, very successfully performed, in spite of the occasional admission of "gritty" sentences and awkward turns of expression. These latter are few in number, whereas such telling characterizations as the following of Rousseau are numer-

<sup>1</sup> Huxley, "A Liberal Education," essay in *Science and Education*, p. 94.

<sup>2</sup> *Jean Frederic Herbart*, p. 75.

ous: "A friend of virtue rather than virtuous, agitated rather than active, a slave to his sensations when he would fain have been the apostle of liberty . . . in the torrent of his life he mingled muddy waters with the purest streams."<sup>3</sup>

Throughout this series, frequent quotations are made, but in only a few instances is the reader given definite information as to their source. Needless to say, the whole work would be rendered more scholarly, as well as more helpful to the student in guiding his study of the sources, were all references made as exact as possible.

These six little volumes should be welcomed by teachers of the history of education as valuable reference books for the general student. They are logical in development, broad and generous in treatment, and inspired by the idealistic and kindly spirit of their author who regards true "criticism as that which insists upon the good and deals with the bad only to explain it,"<sup>4</sup>

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*Theories of Style in Literature.* With Especial Reference to Prose Composition, Essays, Excerpts, and Translations. Arranged and adapted by LANE COOPER. New York: Macmillan, 1907. Pp. 460. \$1.10.

Few recent books should appeal more strongly to teachers of English than Professor Cooper's *Theories of Style*. Excellent in tone, selections, notes, and comments, it is a worthy textbook for college classes, and a splendid reference-book for teachers of English in secondary schools. Professor Cooper has departed from the usual line of such books—selections garnished with a few sprigs of savory criticism—and has produced a book of solid nourishment. But our unreserved commendation calls for a more specific analysis of this volume.

First of all the book is notable for its wise and catholic selections. If there be any false step in the book, it is probably in the introductory chapter, containing Professor Cooper's translation of Wackernagel's "Theory of Prose and Style." Wackernagel's name is not so widely known as the other writers on the theory of style, and his essay is not remarkably acute in its discussions of the nicer qualities of style. It is, however, solid, scholarly, and weighty; and, moreover, it voices Professor Cooper's own ideas on the subject. These two reasons may justify its inclusion in the book and its premier place of honor. Of the other essays in the book there can be but little discussion. Following the introductory essay are selections from Plato, Aristotle, Longinus, "On the Sublime" (entire), Swift, Buffon, Voltaire, Goethe, Coleridge, DeQuincey, Thoreau, Schopenhauer, Spencer, Lewes, Stevenson, Pater, Brunetière, and Frederick Harrison. Each of the selections is prefaced by a scholarly introductory note by the editor, and is followed by brief, terse, but elucidating and entertaining notes. The volume has a very complete bibliography on the theory of style, especially prose style. A few words concerning the author's purpose in issuing the book will further reveal the value of the volume.

<sup>3</sup> *Jean Jacques Rousseau*, p. 114.

<sup>4</sup> *Jean Jacques Rousseau*, p. 4.